



Idaho Building Capacity

Statewide System of Support for School Improvement

School / District Application Summary

Cohort III

Contact Information

Region: SE

Application Received: 10/30/09

District # 312

District Name: Shoshone School District

School Name: Shoshone Elementary School

School Address: 61 E Highway 24

Shoshone, ID 83352

Administrator Name: Emily Nelson

School Improvement Status

District: School Improvement Year 6

School: School Improvement Year 4

Title I School: Yes

Comments

Shoshone Elementary School

Idaho Building Capacity grant

Provide a data table that demonstrates at a glance the achievement data of your school.

Shoshone Elementary School Proficiency

| Year | Reading % proficient | Math % proficient |
|-----------|----------------------|-------------------|
| 2007-2008 | 67.18 | 67.18 |
| 2008-2009 | 64.84 | 65.63 |

Elementary School Limited English Proficiency

| Year | Reading % proficient | Math % proficient |
|-----------|----------------------|-------------------|
| 2007-2008 | 54.17 | 66.67 |
| 2008-2009 | 49.09 | 61.82 |

Elementary Hispanic Proficiency

| Year | Reading % proficient | Math % proficient |
|-----------|----------------------|-------------------|
| 2007-2008 | 56.67 | 66.67 |
| 2008-2009 | 52.31 | 61.54 |

Elementary Economically Disadvantaged

| Year | Reading % proficient | Math % proficient |
|-----------|--------------------------|--------------------------|
| 2007-2008 | 61.22 | 64.29 |
| 2008-2009 | Insufficient sample size | Insufficient sample size |

1. AYP history: Shoshone Elementary School has consistently failed to meet AYP and we are in year 4 of school improvement. We believe this is due to several factors: a growing ESL population, a large percent of poverty (see the district data for district wide percentages), and a lack of using data to make educational decisions.

Challenges include the above, as well as a competitive teacher market due to our rural location, and our isolation from accessible resources. We also have not had consistent and intensive staff development until the 2008-2009 school year.

Successes of our school include outstanding professional development we have been able to offer our staff (best practices in reading instruction presented by Carrie Cole), and the hiring of an ESL director. Even though ISAT reading scores have not increased, I believe we are on the

Shoshone Elementary School

climb of real growth due to the improvements we have made over the course of the last 15 months.

Changes for our school include purchasing a research based reading program, hiring a consultant to guide the restructuring, receiving the LEP grant to provide strategic training to strengthen all instruction, developing an instructional schedule to accommodate a 90 minute reading block supported with 60 minutes of intervention, beginning to use data to guide instructional decisions, initiating the use of a Leadership Team to guide the building, and beginning to use weekly collaboration grade level team meetings.

2. I see the Capacity Builder as someone who can look at our school and help us see each component as to what we are doing well, and what we need to either replace or simply adjust. That person would help us build a timeline for making those changes or adjustments, and then build the instructional strengths of the administration and teachers.
3. We already have a consultant working with us who also serves as a capacity builder in other districts. This consultant has helped us lay the groundwork for future growth, and has worked within our building for three years.
4. The first outcome is to make AYP through safe harbor and then to make AYP on state proficiencies. Next we must create a sustainability plan so that we can continue to meet AYP in future years.
5. Our school has worked diligently with the help from consultants. From this we have our "readiness to benefit" in place with materials already purchase, a staff working more cohesively and with more fidelity, and we are ready to meet the challenges ahead of us. With a capacity builder we can have the on-going assistance we need in a more timely and affordable manner.

Shoshone School District #312
Mel Wiseman, Superintendent

Idaho Building Capacity Grant

Provide a data table that demonstrates at a glance the achievement data of your district.

District Proficiency

| Year | Reading % Proficient | Math % Proficient |
|-----------|----------------------|-------------------|
| 2005-2006 | 69.93 | 70.29 |
| 2006-2007 | 69.75 | 59.43 |
| 2007-2008 | 67.27 | 62.59 |
| 2008-2009 | 70.99 | 61.56 |

Hispanic Proficiency

| Year | Reading % Proficient | Math % Proficient |
|-----------|----------------------|-------------------|
| 2005-2006 | 42.22 | 42.22 |
| 2006-2007 | 43.44 | 46.24 |
| 2007-2008 | 51.26 | 52.10 |
| 2008-2009 | 56.82 | 51.49 |

LEP Proficiency

| Year | Reading % Proficient | Math % Proficient |
|-----------|----------------------|-------------------|
| 2005-2006 | 42.22 | 42.22 |
| 2006-2007 | 43.44 | 46.24 |
| 2007-2008 | 50.49 | 51.29 |
| 2008-2009 | 49.07 | 61.82 |

Economically Disadvantaged

| Year | Reading % Proficient | Math % Proficient |
|-----------|----------------------|-------------------|
| 2005-2006 | 34.21 | 33.62 |
| 2006-2007 | | |
| 2007-2008 | 60.12 | 57.14 |
| 2008-2009 | 61.3 | 60.84 |

Additional Statistics of Importance

2004-2005 – Total enrollment (Nov. 1 count) – 483 17% ethnicity

2008-2009 – Total enrollment (Nov. 1 count) - 613 – 57% ethnicity

If available, provide a copy of the mission/vision statement for your district and/or the strategic plan for your district. (You do not need to print a copy of your CIP tool, we have access to this information)

Please refer to the WISE and CIP tool for our strategic plans.

Mission Statement of Shoshone School District:

We educate students to be lifelong learners and contributing citizens

Vision Statement:

To empower all students to achieve their potential in an ever-changing world.

Belief Statements:

We believe that maintenance of classroom discipline is essential for a productive learning experiences.

We believe that basic values such as honesty, integrity and respect are encouraged and reinforced for a healthy learning environment.

We believe in order to be successful, students must have competency in communication skills through oral and written expression.

We believe that a basic curriculum should consist of those skills needed to facilitate lifelong learning, citizenship and work ethics.

We believe that students need to demonstrate their understanding of essential knowledge and skill to be actively involved in solving problems and producing quality work, which will prepare them for the work force.

We believe that students need to acquire current technology skills in order to successful in today's world.

We believe the students, teachers, administrators, parents and the community share in the responsibility for advancing the school's mission.

Please respond to the following:

- 1. In a brief narrative, describe your AYP history. What are the successes of your district? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges? How well did they work? What are your continued plans for addressing your AYP challenges?**

Successes of our district:

Making connections with wonderful facilitators and support personnel. Marybeth Flachbart is to be credited for supporting and/or guiding or pushing the Superintendent down the path that we are currently following.

Hiring two outstanding educational leaders into the principalship.

Challenges:

Fidelity and loyalty to the programs by the staff. Accepting of the coaching and professional development in a supportive venue.

Changes:

Adoption of Houghton/Mifflin Reading curriculum

Three tier educational model for Reading

Introduction of UA time techniques for Reading.

Professional development for staff and administration:

Dr. Marybeth Flachbart- SDE – has worked with the district as a private consultant and is credited with being the driving influence on professional development personnel and content.

Dr. Fernanda Brendefur – consultant (SDE) and support for technical assistance with LEP planning

Carrie Cole – second year

Earnie Lewis – second year

Francis Besseleau (beginning this year)

Data support – this year adoption of Power School, Aimes Web progress monitoring and Mileposts data collection.

These changes are just starting to bear the fruit of implementation. You can see the Reading showed significant gains in 2008-2009. Math will be adopted in the spring of 2010. The statement under challenges addresses the threshold of implementation.

For this year to continue what we have been doing. Evaluation of employees will become more critical over time. The Danielson model will address our needs.

2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB at the district level?

The IBC project can help with the coordination of educational support that has been developed for professional development. A strong emphasis has been placed on the Reading program, specifically in the last school year, due to the efforts of two outstanding building principals. This support needs to continue. Math curriculum will be reviewed and selected in the spring of 2010. The Math instructional process will need to be reviewed and brought to a three-tier instructional model as per the Reading program.

3. How will the district office support IBC project work at the school level?

The District Office is a small office of one Superintendent and two support staff. The Superintendent believes in ongoing support of staff and personnel that is structured, follows a template designed from professional experience and research. The support has been an evolving process, with the hiring of two dynamic principals that will be very engaged with development of their schools through the idea sharing and support of the capacity builders. The district office will support that by offering time, support and additional services as called for.

4. What outcomes do you expect at your school as a result of participation in the IBC project?

The first outcome is to make AYP through safe harbor and then to make AYP on state proficiencies. Next we must create a sustainability plan so that we can continue to meet AYP in future years

I would expect the following from our two schools as a result of participation in the IBC project:

- 1) Better understanding and use of data for educational decision making.
- 2) Better organization of the evaluation process of education as a coaching tool first, administrative evaluation second (if needed) to continue the evolutionary improvement of education in Shoshone to meet the needs of the clientele.
- 3) Support in selecting and implementing a Math program that will align with the SDE protocols and needs of our students.

Bottom line, why do you think that you should be selected for participation in the IBC project?

We are district of high need and urgency to meet the requirements of the NCLB standards. We are district that has begun several initiatives of improvement; hiring new educational leadership, bringing in high level professional development, putting in place the tools for ongoing and longitudinal data gathering. We are a district that is trying to make a quantum leap forward. Several of the items listed have been in place in other district for years. Our building level leadership and staff need the support, encouragement and professional guidance to keep the enthusiasm of change, integrity of student centered education, and resolve to deal with the blocking issues to get this momentous task completed. It will take the three years of support of this program, and ongoing energy to see it through.

Idaho Building Capacity Project

School / District Application

PART III: Required Application Signatures

Kelly Chapman Emily Nelson
Principal

Oct. 27, 2009
Date

Melvin Whisenand
Superintendent

10/29/2009
Date

Carl Horn

School Board Chairman

10/29/2009
Date

PART IV: Performance Agreement

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.

The District agrees to:

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.

Mel Wasserman

Superintendent

10/29/09

Date

Carl Homan

Chairman of the School Board

10/29/09

Date

District Leadership Team*

Date

The School agrees to:

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).

Kelly D. Chapin, HS

School Principal

10/29/09

Date

Emily Nelson, Elem.

School Leadership Team*

10-29-09

Date

* Signature Not Required